

**Fordham University  
Graduate School of Education  
Division of Curriculum and Teaching  
Lincoln Center Campus  
Fall Semester - 2013**

**CTGE 5534-L04  
Beginning Reading and Writing in Inclusive Classrooms**

*Daily Schedule of Course Topics, Readings, Assessments, and Tasks:*

**Week 8 – October 31st**

- Topic: Phonics/Word Recognition, Part Two
- Reading: (30 pages total)
  - Ehri, L. (2005). Development of sight word reading: Phases and findings. In M. Snowling & C. Hulme, (Eds.), *The science of reading, a handbook* (pp. 135-154). UK: Blackwell. (20 pages)
  - Clark, K. F. (2004). What can I say besides “sound it out”? Coaching word recognition in beginning reading. *The Reading Teacher*, 57(5), 440-449. (10 pages)
- Tasks:
  - Complete the “Decoding (Nonwords)” assessment with your focus student and bring it to class.
  - Create a first draft for what you are considering doing in connection with “Instructional Experience #1” using the template introduced during class seven. Bring a copy to class.
  - Observe a primary classroom for 10 to 15 minutes this week with a focus on word recognition instruction. What are you seeing that connects to what you have read about and what we have covered in class? What seems to be missing? Record low-inference notes as well as your thoughts and feelings in connection with what you have seen and heard.
- Response Blog – Assignment #7:
  - Respond to a classmate’s sixth blog post (respond to a post at a blog you have yet to visit).
  - Post a new entry about the above observations.